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STYLISTICKÁ ANALÝZA BRITSKÝCH NOVIN

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STYLISTIC ANALYSIS OF BRITISH NEWSPAPER

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Prohlašuji, že jsem práci vypracoval samostatně s použitím uvedené literatury a zdrojů informací.

V Plzni dne 26. dubna 2012 …….....

Jakub Zemen

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ABSTRACT

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This undergraduate thesis deals with the topic of “Stylistic analysis of British newspaper”. Newspaper is one of the most powerful and influential media in the world. The news they bring should be impartial and neutral. But because the reporters and journalists are still people with their own opinions and specific styles of writing, news tends to be subjective rather than objective. And there are sections or entire newspapers which are designated for presenting news which are biased on purpose. Examination of biases in newspaper is the main subject of the thesis.

This first section aims to provide basic division and description of British newspaper. It also endeavours to acquaint the reader with linguistic terminology which will be used through the thesis. The terminology serves solely to the purposes of this work. The method of analysis is explained in the subsequent section to help the reader to understand the process and results of the analyses. The research is divided into two parts; firstly, the structure of newspaper as a whole is examined. Secondly, the texts of individual articles are analysed. British newspaper *The Guardian* was chosen for exploring its content, structure, and language. This newspaper was suitable for the purposes of this thesis because it offers a range of variable types of news and topics. The analyses of the articles showed many stylistically distinctive features, but only those which relate to the topic of the thesis are further analysed. The results show that the chosen articles vary in their style and the rate of bias. The thesis also proves the preliminary assumption that there is bias and subjectivity in the language of newspapers, but it is restricted to certain sections and types of news and newspaper.

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1 INTRODUCTION

This thesis presents stylistic analysis of the British newspaper *The Guardian*. The area of newspaper was chosen for the research because of its great importance in mass media even today. The printed newspaper may be considered obsolete and slow in bringing the news compared to the modern ways of telling the news, that is, television and the Internet; however, it still belongs to the media of the greatest credibility and power. Moreover, the newspaper can become more influential when joined with the possibilities of the Internet.

The second reason for selecting the newspaper was to examine its language, analyse it, and identify its stylistically distinctive features. Even in spite of the greatest care to be impartial and objective, there exist a lot of biases in the newspaper, e.g. in the very choice of the news to cover. There are types of texts which are meant to be opinion making and persuasive, e.g. editorials, reviews, or 'feature articles'. The variability of text types can result in difficulties for some readers to understand the message conveyed, to filter any superfluous or misleading information, and to create the most objective opinion possible. The aims of this thesis are to examine the language of newspaper articles, identify possible biases in their texts, and to set ground for further research.

When choosing a particular newspaper for the analysis, the national newspapers were selected over the local, as the former follow, and sometimes set the national standards of language and news broadcasting. *The Guardian* was selected from among the British national newspapers because of its variable content of serious press and a tabloid supplement, and because of its long tradition of editorship blending with its modern approach. The articles to be analysed were chosen to include different and the most common types of newspaper texts.

The thesis is divided into four parts: 'Introduction', 'Theoretical background', 'Method of analysis', and 'Analysis, results and further research'. The 'Introduction' presents the topic of the thesis, explains the reasons for choosing the topic, and describes the particular sections. The second part covers the theoretical background for the stylistic analysis done in the third part and deals briefly with the British newspapers as such, as well as with the chosen newspaper, *The Guardian*. The third part sets the rules and basics for the analysis. The last part conducts the analysis of the newspaper, summarizes the results, and suggests further research.

2 THEORETICAL BACKGROUND

2.1 Division of the British newspapers

Newspapers in Great Britain, as well as in any other country, are divided into national, regional (provincial), and local; the division is simply carried out on the area where the newspapers are distributed and the area of the news covered. Then, there are two types of the national press: quality and popular. According to Hodgson (1996), the national newspapers "have become market conscious.... [T]hey have divided ... into popular and quality newspapers and within these areas divided again so that there are significant variations in the profile of the readership" (p. 55). Their distinction is based on their traditional types of news, and other non-news content.

The national quality newspapers are meant for upper-middle class and educated people, and the news they bring are to be impartial and credible. *The Daily Telegraph*, *The Times*, *The Guardian*, *The Observer*, and *The Independent* belong here. The texts tend to be longer than those in the popular press. The quality press focuses on political, financial, and cultural topics both from the country and the rest of the world. Such newspapers are often called 'serious', 'up-market', and sometimes 'broadsheet', but the last one is a misconception; 'broadsheet', or 'text-size', is a format of newspaper characteristic for its great height (550mm and more). The confusion over the word may be caused by the tradition of using one format for one type of newspapers, and the other for the other type. However, there are some serious papers having tabloid format (*The Independent* and *The Times*); the term 'compact' for the format is rather used here.

The national popular press, or the 'down-market' newspapers, is generally viewed as a source of scandalous, expressive, and often not-credible news from area of show business, crime, sport, and celebrities. *The Sun*, *Daily Star*, *The Daily Mirror* and *Sunday Mirror* belong here. Their intended readership lies in the lower-middle and working class. The topics and sections in popular newspapers can be sometimes found in the serious newspapers, but not very likely vice versa. They focus on shorter texts and illustrative, very often shocking, photographs. Another specific attribute of the British national popular press is its nameplates on red background on top of the front page; by this feature the newspapers are called the 'red-tops'. They are also called tabloids, but it is again a misconception as it denotes the format. Hodgson (1996) believes that "the tabloid size has come to be associated with the popular national papers, perhaps because it is easier to hold for people hurrying to work using public transport, or with little reading time" (p. 82). The

term ‘tabloid’ is, however, acceptable here as it is used only with the popular press having the format.

There is, however, a third type of newspapers in Britain, the ‘middle market’, or the ‘middle-range’; the national ones are the *Daily Express* and the *Daily Mail*. They lie between the popular and serious press both with their content and their readership. They try to provide their readers with a balanced amount of both entertainment and serious news, but they are sometimes viewed purely as the quality press. The middle-market newspapers have mostly the tabloid format, and can be called ‘compact’ like the serious newspapers are.

All of the national newspapers can be characterized by their opinions and their readership. The most common label is the political party that the papers support. Apart from the newspapers founded to support particular political opinions, e.g. *The Morning Star*, the national papers choose and change who to support, and they express their favour to the parties in a limited way and only in texts designated for that purpose. According to Hartley (1982), “the ideology of the news is not a ‘partisan’ ideology.... The purpose of the news ideology is to translate and to generalize, not to choose this opinion or that” (p. 62). But there are, as has been said, impartial news and deliberately partial news. Reah (2002) argues that “the political bias ... appears to exist ... in the press” (p. 10), and she claims the press could have had a significant role in the British parliament elections in past two decades.

As the newspapers are labelled by their opinions and content, their readers are labelled by the papers they buy and read. The devoted readers are, however, less frequent and less devoted today; readers who buy ‘their’ papers only on every other day or people who buy several different newspapers are more common nowadays. It seems that there exists a mutual relationship between the type, or class, of readers and the type of newspaper they read, but this labelling is completely under control of the newspapers. The fact the particular readership buys a particular newspaper is a result of the content being adjusted to the needs of the intended readership.

Leading and directing newspaper has a significant impact on the newspaper’s content. The editors decide which news will be included in the paper, i.e. they decide which news is and which is not important, they are responsible for most of the biased texts, and they also edit almost all the text in the newspaper. Hodgson (1996) holds the traditional view that “the news [editors’] job is to organize the news gathering and news writing activity of the day” (p. 23). And he identifies their main activities as writing their

own editorial opinions, editing other journalists' articles (wording, headlines), and caring about the design of the newspaper. He also describes them as "political figure[s] ... [who are] concerned with the overall opinion and image of the paper" (Hodgson, 1996, p. 67). However, he admits their duties are very variable. For that matter, Tunstall (1996) claims that "[a] new pattern of entrepreneurial editor has emerged ... – an editor who combines creative and business skills" (p. 95). He describes this type of editor as a businessman who regards the newspapers as business. Tunstall (1996) also provides a list of nine duties of an editor, three of them relates to financial matters and management, five are about creating and editing of the news and newspaper. But he claims that "tabloid editors tend to be involved in all nine of [the] activities, while some broadsheet editors do not" (Tunstall, 1996, p. 120).

However, writing editorials remains the main job of the editor. The British national newspapers tend to have many specialized editors who write their opinions on events in their field. The hierarchy of the editorial board can be complex, but there is usually a main editor who writes or chooses the most important editorial of the day, i.e. the leading article. The number of editorials can vary from one to four, and they have their traditional placement, usually on the front page. The leading article is, however, only one, and it is usually placed in the upper half of the front page printed in distinctive font.

2.2 Sectionalisation

Each newspaper has its own order of the content, in other words, a pattern of its structure. Some general rules and habits can be identified for the whole British national press; this could, of course, be done with the entire press industry or news bringing activities, but the wider the scope is, the less of the common features can be found, and vice versa. The diversity in the British national press is so great, only a few similarities can be found. They are, in particular: front page significance; the priority of the types of stories in which the papers specialize; and the general established structure of the newspaper issue.

The front page is probably the most important part of the newspaper. It always contains the most important and the most intriguing topic of the day, and it has a crucial impact on the readers who are undecided which newspaper to buy. Apart from the stories, the headlines, the pictures, and the layout play their roles. The first page contains at least one picture, which is related to the main story. There is a significant difference between the serious and popular newspapers. As the latter are less likely to have a 'devoted readership',

what Hodgson (1996) calls “pull of page one” (p. 63) is very important for their sales; thus their front pages feature striking, surprising, and attracting headlines and photos. The layout of the first page is very similar for all the newspapers, apart from what has been mentioned, with the masthead on the top of the page. The masthead contains the name of the newspaper, logo, date and place of publication, prize, and circulation.

The present research of the popular press showed that these newspapers share some rules for the content structure. The first part is always the main substance of this kind of newspapers, which Tunstall (1996) defines as “light news, the entertaining touch, and human interest; ... focusing on crime, sex, sport, television, showbusiness, and sensational human interest stories” (p. 11). Many of those stories and types of the stories blend together. Then usually follows a section where readers can share their opinion; and after that a solely entertaining part with crosswords, puzzles, horoscopes, and alike is placed. Popular newspapers are very often enclosed by a ‘Sport’ section. The individual tabloids usually have their regular and special supplements; the former has a specific theme according to the day of the week, and the latter is added only on a specific occasions.

Serious newspapers present more common features in the order of the sections. The main content is news about politics, economy, education, health, international relations, and other ‘serious’ areas from the country and the rest of the world. Mostly, the ‘National’ section precedes the ‘International’ one. Then usually follows a section on finances, comments and opinions of editors and readers, announcements, classified ads, and an entertaining part similar to that in the popular newspapers. If there is a sport section in the newspaper, it is placed as the last section, or in the middle as a supplement.

The sectionalisation is very important for the newspaper. According to Tunstall (1996), it started by adding new sections, mostly ‘feature’ material, and observing the changing sales and revenues. Its purpose was to find what people wanted and to increase the sales permanently. Today, newspapers have their segments firmly set, although they tend to try new ones, and their purpose is different. The sections have their traditional place, appearance, and can be bound to seasons, or days of the week. Hodgson’s (1996) comments on the design and layout of a page can be extended to the layout of the newspaper itself. He explains the ‘familiarity’ helps the readers to be acquainted with the content and types of news, and that it forms the image of the newspaper. Devoted readers are used to finding the particular sections on the particular page, even though some papers use deviations from the pattern as an enlivening aspect to

the routine. Dramatic changes in design, layout, and sections order are, however, risky and not very common.

The main content of the newspaper is obviously news; there is, however, a great deal of non-news or 'feature' articles in almost every newspaper. D. B. Sova (1998) distinguishes between two types of news – 'hard news' and 'soft news'. Hard news covers an important and latest topic, and it must present facts, no matter if the writer's intention is to form an opinion in the text or not. Sova (1998) identifies the opening paragraph, the lead, as the most important paragraph in the article, because it is the place where the writer has to provide a clear introduction to the story and to intrigue the readers into it. He states that the author has to "move fast to capture the immediacy of the event" (Sova, 1998, p. 1), and must provide the readers with what he calls "[t]he journalistic '5 W's + H' – *who, what, when, why, and how*" (Sova, 1998, p. 1). The hard news lead is mostly, but not always, a simple summary, which answers to the six questions of journalism. The writer decides which one is the most important, and reshapes the structure of the first sentence to put the most important piece of information in the initial position, and thus, to put emphasis on it.

Sova (1998) describes the most common structure of the hard news as an 'inverted pyramid'. That means the article starts with the lead paragraph, providing information on the '5 W's + H'. From then, as he states, "information in the story appears in descending order of importance ... The least important information appears at the bottom of the story" (p. 28). Thus, the editor can simply remove sentences or paragraphs from the bottom of the article if its length needs to be reduced. And even though the ending of a hard news story will probably be removed by the editor, Sova (1998) suggests that the writers should place a conclusion to their story and it should support the focus selected in the lead.

Soft news, or the feature article, is not limited by factuality and time. The former means that the writer does not have to answer the '5 W's + H', and if so, it does not have to be placed in the lead. And it should not; as Sova (1998) explains, a feature article should maintain the reader's interest throughout the whole story, and the ending should bring answers or solutions for the topic. He points out that "[t]he feature article aims to do more than to inform the reader. In the effort to evoke a reaction and to elicit human emotion, the ... writer takes a longer time to introduce all of the elements" (Sova, 1998, p. 35). The absence of the time limit means that the article can be written in advance, and according to Tunstall (1996), it typically is, namely several days or weeks.

The topics for the feature articles are very variable, and so is their language. Hodgson (1996) describes the feature article as "a piece of explanatory, deductive, writing from which bias is inseparable" (p. 35). He also claims that there are a great variety of styles here, and that the authors use vivid, expressive, and complex language to create an interesting story. The soft news form regular sections in the newspaper, which are, according to Tunstall (1996), "devoted to specialist areas and to consumer themes" (p. 155).

2.3 Stylistics and the Newspaper style

This thesis mostly follows the description of stylistics presented by Crystal and Davy (1969). They describe stylistics as "[a study of] certain aspects of language variation" (Crystal & Davy, 1969, p. 9), and define it as a part of the linguistic discipline. They have hypothesised that "any utterance, spoken or written, displays features which simultaneously identify it from a number of different points of view" (Crystal & Davy, 1969, p. 60). They have introduced the term 'dimensions of situational constraint', and have identified eight basic areas of the extra-linguistic circumstances determining the style of a variety; they are: individuality, dialect, time, discourse, province, status, modality, and singularity. Individuality is the basis of linguistic features which an individual uses unintentionally, and they are determined by the physical and psychical state, habits, education etc. This dimension is not reflected in the texts of the newspapers, because the articles are very often written and edited by several different people who are, moreover, supposed to avoid any personal expressions which could arise from this area. The second dimension, dialect tends to be repressed in the newspaper; however, this dimension, i.e. the influence of the place of origin and the social status of the writer, can be seen or even dominant in some of the local or regional newspapers. The dimension of time is, again, of little importance in the analysis of the newspaper texts, because it is only significant in an analysis of historically different varieties. In the synchronic description we work with material of one historical period.

The next dimension is called discourse medium and participation; simply put, the former part deals with the difference between the spoken and written language. The latter makes a distinction between a monologue (one participant) and dialogue (more participants). Both of the aspects of the dimension can be further specified in terms of simplicity and complexity. The discourse medium is simple if the discourse serves to a general end purpose, e.g. if a text is written by an author to be read by a reader, or an

utterance is spoken to be listened to. An example of a complex discourse medium would be written teacher's notes with the purpose of being read at a lecture for the students to hear them, to write them down, and to be read later on. From this point of view, the newspaper is defined as a simple written medium. The simple discourse participation refers to an unmarked form of discourse, in which the number of actual authors corresponds with the voices, participants, or characters (as in the case of a monologue presented as such, e.g. a public speech). An example of a complex participation would be a joke told by a single person, a monologue, but the joke would present different speakers, thus, imitating a dialogue. Newspaper articles are sometimes written by multiple authors, and they are often revised by editors. They also tend to include quotations, direct speeches, or interviews with other people, which create the mentioned complexity. All of the discourse participations are possible here. However, most of the articles have only one author mentioned, and the editors are not considered co-authors; monologue participation is the most common then, either simple or complex.

The dimension of status, which reflects the social relationship between the speaker or writer and the audience, is variable in the language of the press according to the type of newspaper. The serious newspapers are very formal with occasional features expressing informality. The popular papers are, on the other hand, often highly informal. But all of the newspapers try to create a notion of common interest, concern, and background.

The next two dimensions, province and modality, are related to each other. The former refers to the occupational of professional activity of the author (newspaper reporting); the latter further specifies the particular purpose (commentary, review, editorial).

The last dimension of situational constraint is singularity. Linguistic features from this area are, unlike the dimension of individuality, deliberately chosen for a specific purpose, to create ambiguity, humorous effect, or to evoke concern. For example, there are certain norms in the style of newspaper, and deliberate deviations from the style are used by the writers to make the text more vivid, e.g. by sporadic use of informal language. The language of newspaper is full of repetitive expressions which appear almost automatically, and if they are used very often they become what we call 'cliché'. The alternation of these expressions and creating stylistically active, new means is called actualization. Those features belong to the dimension of singularity.

Different modalities in the province of newspaper reporting will be examined in the analysis. They will be referred to as 'functional styles'. According to Čechová, Krčmová and Minářová (2008), functional style is the predominating function of an utterance. They state that every utterance has its purpose and particular aim, and give examples of the most common functions: colloquial, factual, scientific, poetic, informative, appealing, persuasive, and instructive. Knittlová and Rochowanská (1977) distinguish between two major functional styles: 'factual' and 'style of fiction'. The factual style can be further divided into more specific styles such as administrative, learned, scientific, journalistic, and publicistic. They add that the number and division of functional styles are not definite and impossible to determine.

The journalistic style and the publicistic style both appear in the language of newspaper, but they need to be distinguished. The main purpose of the journalistic style is, according to Knittlová and Rochowanská (1977), to inform and instruct the readers and to provide them with information and facts without bias. It is very similar to scientific style. According to Galperin (1971), the English journalistic style is characteristic for specific vocabulary, typical syntactical structures, and specific type of headlines (as cited in Knittlová & Rochowanská, 1977, p. 72). The vocabulary is mostly neutral and formal; even though informal and expressive phrases, which sometimes enliven the article, are not unusual. Minářová (2011) explains that the readers expect formal language, and informal language can be used on purpose to help expressivity, brevity, or actualization. The informal expressions are usually put into inverted commas but not always. Minářová (2011) also claims that repeating structures or phrases is specific for the style, and that it is done almost mechanically through process of automation. If are those expressions used too often, they became what is called cliché. Actualization is a process of avoiding them, and its result are, as Čechová et al. (2008) mention, new, alternative, and stylistically active means (p. 250). Knittlová and Rochowanská (1977) mention that abbreviations and neologisms are very frequent in journalistic style. They also claim that the syntactic structure is complex because sentences should be short. The complexity should not however lead to lack of clarity or ambiguity. They explain that the short sentences are easier to read and understand, especially at the beginning of article.

Another specific feature of journalistic style is quotations. Knittlová and Rochowanská (1977) claim that quotations emphasize objectivity of information. Hartley (1982) describes quotes and comments as "accessed voices" (p. 111) as opposed to "institutional voice" (p. 110) being mostly the reporter, correspondents, or readers. The

institutional voices, as he claims, “are fully naturalized ... [and they] deny their constructed, provisional status” (Hartley, 1982, p. 110). The accessed voices are then separated from the writer’s opinion and express their own viewpoint. Keeble (2001) adds that “[r]eporters use sources to distance themselves from the issue explored” (p. 46), and that more than one source is usually cited.

The last of the main distinctive features of the journalistic style is the headline. Headlines have a very significant role in the newspaper; they are most important on the first page, where they are the first texts which the readers see. Their two main functions are to summarize the story of the article they belong to, and to intrigue the reader in reading the article or buying the newspaper. These two functions are described by Reah (2002) as “conflicting” (p. 24); the conflict emerges because of the contradiction between providing as much information as possible on the one side, and keeping it short and ambiguous on the other. Hodgson (1996) adds the headline also “forms an element in the typographical pattern of the page” (p. 118). The headlines are very often written by specialized sub-editors, who employ a wide range of linguistic features to fulfil both of the functions. Reah (2002) claims, “headline writers have developed a vocabulary that fulfils the requirements of the headline, using words that are short, attention getting and effective” (p. 15). She identifies some of the language devices used: “sound, homophone, polyseme, homonym, alliteration, intertextuality, word choices, word play, loaded language, omission of grammatical words, noun phrases, class shift” (Reah, 2002, pp. 17-22). Verdonk (2002) claims that the “headline writers ... create a very specific style, which is sometimes called ‘headlinese’” (p. 4).

The publicistic style shares some common features with the journalistic style, such as coherence and paragraphing. The differences are that the publicistic style uses longer sentences, more informal language, and more expressive phrases. But the main difference is that the publicistic style has the informative, persuasive and affective functions. Knittlová and Rochowanská (1977) identify some common features with scientific and administrative styles and style of fiction. They main are logical structure, personalization, and expressive language, respectively. The expressivity and persuasiveness is often achieved by using evaluating adjectives which express the writer’s attitude. Hartley (1982) claims that some articles try to affect the readers by creating a general consensus or referring to an existing one with the use of 1st person plural, and as a result, he adds, “notion of unity: one nation, one people, one society, [are] often simply translated into

‘ours’ – ‘our’ industry, ‘our’ economy” (p. 82). The publicistic style can be encountered not only in newspaper but also in magazines, and radio and television broadcasting.

Jílek (2002) distinguishes between three more specific types of the style: journalistic, political, and style of advertising (p. 90). He also defines some specific genres of publicistic style: commentary, editorial, and feature. He claims that ‘commentary’ has evolved from a simple report, and that it has been enriched by the author’s opinion (Jílek, 2002, p. 104). The bias is inseparable from this type of text. The introduction is often short; and the main and closing parts bring more information about the context and the topic. Next genre he describes is ‘editorial’. It deals with important events, puts them into context, and expresses the writer’s and newspaper’s viewpoint. The aim is to form a belief or opinion, offer it to the readers and try to persuade them to adopt the identical attitude. The last type of the publicist style to deal with is ‘feature’. Jílek (2002) claims that it has evolved from radio and television programmes and imitated their function, which was strictly aesthetic. The structure of feature is very important. The author puts pieces of the story together to keep the readers interested through the whole article. Therefore the order of appearance of information is important. He states that the main aims of feature are to inform, persuade, instruct, and entertain (Jílek, 2002, p. 112). The bias is inseparable from these three types of texts.

The classification of ‘soft’ and ‘hard’ news and the definitions of functional style overlap and complement each other in description of language of the articles, and their functions. However, the ‘soft’ and ‘hard’ news distinction focuses more on the topics and formal structure, whereas the functional styles describe the functions and the language of the articles in more detail. Both of the perspectives have been taken into consideration in the analyses.

3 METHOD OF ANALYSIS

This chapter introduces the rules for the analysis conducted in the final part. The aim of the analysis is not an identification and description of every single linguistic feature, although they were examined. The analysis will deal with those features that are stylistically significant, with the focus on bias and opinion making devices. Three articles from the same issue of newspaper are the subject of the analysis. They have been separately analysed and compared. The articles were chosen on the basis of the aims of this thesis. Different types of articles from different authors were an obvious choice. For the purpose of comparison, various degrees of bias and scope of contextual reference in the articles were searched for and selected. Appropriate length of the texts was also taken into consideration.

The methods and rules of critical discourse analysis (CDA) have been applied. The term 'discourse' is explained by Widdowson (2007) as "complex of communicative purposes ... that underlies the text and motivates its production in the first place" (p. 6). In other words, it is a motive and result of production of a text. According to Cook (2003), there is "an inevitable selection and omission of information" (p. 64) in any spoken or written communication, which should, however, be apparent to every user of language without any interest in linguistics. But what he claims to be less transparent and more important to applied linguistics is "the presentations of the same facts in ways which, while not altering the truth of what is said, nevertheless influence, and are perhaps calculated to influence, the reader's attitude" (Cook, 2003, p. 65). The analysis of this language and its effects, he concludes, is the subject for the critical discourse analysis. In other words, CDA not only analyses the product of communication, but also its formation. It examines the reasons for the particular structure of the text or utterance. Widdowson (2007) claims, "[t]he task that CDA sets itself is to discover traces of ideological bias in texts" (p. 71). There is, however, the problem of deciding whether something has been produced deliberately or it occurred in the communication unintentionally. Widdowson (2007) admits that it is impossible to determine what the intentions of the writers or speakers were even if we had asked them. But the concern is the presence of bias in communication, whether it is deliberately produced or not.

To understand the writing process of the articles, it is necessary that the analyses examine the context shared by the authors and the readers, and devices that were used to present it. By context we mean the shared and common knowledge, social and cultural background, and shared values. The significance, the topic, and the structure of the articles

are briefly mentioned as well. The stylistic analyses are not focused exclusively on the presence of biased language; they examine and highlight important linguistic features used in the texts as well, and their meaning and purpose in relation to the language of newspaper is described.

Linguistic terminology from the area of graphology, phonology, morphology, syntax, lexicology, and stylistics is used in the analyses. To avoid ambiguity and superfluous definitions within the analysis, these terms are introduced and explained in the following paragraphs.

Graphology is very important for the newspaper as the devices employed from this area are used on daily basis, and they form, as a matter of fact, the visual, most notable aspect of the printed media. Every newspaper has its own types of fonts that are used for particular types of texts. Different fonts are used for headlines, texts of articles, the first paragraph of articles, or captions under photographs. There exists a great diversity of fonts in British newspapers. But the rule of the use of different sizes of the font is shared by all newspapers: the more important the text the bigger the size. This applies not only to headlines, but also to the first paragraph and sometimes the first letter of an article. Because this rule is applied universally, readers can quickly find the most important news. There are two more graphological aspects that help readers to orient themselves in the newspaper. Texts of the articles are divided into narrow columns, which allows faster and more comfortable reading than it would if the text was printed from edge to edge. The articles are furthermore divided into short paragraphs which consist mostly of one to four sentences. Most of these aspects can be applied to any of newspapers, and they are, in fact, the most distinctive features from the formal point of view. According to Crystal and Davy (1969), paragraphing is “the most obvious visual feature of [newspaper articles]” (p. 178).

It could seem that the field of phonology is of no importance in the newspaper because it is an exclusively simple written medium. However, even though the written is only read, the sound impression is recognised and interpreted by the reader. The phonological principles can be applied to certain types of text, headlines in particular, to serve certain purpose. Rhyme and alliteration, a repetition of same sounds in the first syllable of adjacent words, are very often used to make the headline more readable and memorable.

There are many features from the area of morphology which could be observed in the language of the newspaper article, but only few are relevant for the purposes of the analyses: reference, modal verbs, voice, and nominalization. Dušková et al. (1988)

distinguish between generic and non-generic reference, and divide the latter into definite and indefinite reference. The generic reference is used in the articles basically to denote general groups of entities or objects, and the generic terms are often chosen over the specific ones. Reasons for such generalization can vary from concealing the specific term and weakening the structure to comprising the individual units in one group for the purposes of simplicity. The non-generic definite reference can be expressed, according to Dušková et al. (1988), when the substantive is determined either by the situational or verbal context. The situational determination has several levels according to the scope of shared knowledge and the situation. The newspaper articles cannot use the most intimate, immediate situation reference because the writers and the readers do not share the time and the exact place of production of the text; they use local, national, or global reference. The contextual reference is divided by Greenbaum and Quirk (1990) into anaphoric and cataphoric. They state that the anaphoric reference "indicates identity of reference with that established earlier in the discourse" (p. 79) and the cataphoric reference "indicates that the identity of the reference will established by what follows" (p. 79), which is, as Dušková et al. (1988) specify, postmodification. Anaphoric reference is used in newspaper very often to achieve compactness of the text; and cataphoric reference is also very frequent in explanatory postmodification.

Modal verbs are specific type of verbs which express two types of modality, intrinsic and extrinsic. According to Greenbaum and Quirk (1990), the intrinsic modality expresses the relationship between the agent and the action expressed by the modal verb, e.g. ability, permission, and obligation; and the extrinsic modality expresses "judgement of what is or is not likely to happen" (p. 60), e.g. possibility, necessity, and prediction.

As Dušková et al. (1988) state, the verbal voice expresses the syntactic and semantic relation between participants of an action and the action, expressed by the verb. Voice of English verbs can be active or passive. Active voice is the unmarked, basic form. Change to passive voice affects both the verbal clause and the sentence structure. Greenbaum and Quirk (1990) give several reasons using passive, e.g. when the agent of the action is unknown, or when there is no need for mentioning the agent because it is evident or insignificant. Cook (2003) adds that 'passivization' and 'nominalization' can "make an action seem both inevitable and impersonal" (p. 66). He defines nominalization as a strategy in which "actions and processes are referred to by nouns as though they, rather than the people doing them, were agent" (Cook, 2003, p. 66). Fowler (1991) adds that it is

typical for English and that it is “a radical syntactic transformation of a clause, which has extensive structural consequences, and offers substantial ideological opportunities” (p. 80). The choice of lexical units in the analyses is important to notice because it can have an impact on the readers and it could be a result writer’s intentions. Lexical relations that are mentioned in the analyses are as follows: synonymy, antonymy, hyponymy, metonymy, metaphor, and synecdoche. Peprník (1994) describes synonymy as a relation between two words or phrases which has “the same or nearly the same meaning” (p. 26), and antonymy as a relation in which the words or phrases have the opposite meaning. These are, of course, only simple definitions; there are more specific and thorough classifications of both of the expressions. The use of synonyms and antonyms can sometimes be ideologically biased. Cook (2003) highlights the choice of “descriptive vocabulary which incorporates a judgement, for example, ‘regime’ for ‘government’” (p. 65). Euphemisms, neutral synonymic expressions which conceal the original connotations and try to weaken the original meaning, belong here as well.

Stereotypes are formed by automation but lexical meanings are also important for them. Fowler (1991) claims that there are certain schemata, paradigms, or frames commonly and habitually used to describe individuals or groups. Antonyms form specific stereotypes with a positive expression or value on one side and a negative one on the other. Hartley (1982) provides some examples of stereotypical oppositions: “police – criminal; us - them; government - unions; world – home” (pp. 116-117).

Hyponyms and hyperonyms are often used in newspaper articles to avoid repetition. Peprník (1994) describes hyponyms as “word[s] or lexeme[s] with a more narrow or more specific meaning that comes under another wider or more general meaning” (p. 32). The more general meanings are expressed by hyperonyms.

Metaphor, metonymy, and synecdoche are all types of transfer of meaning. They all are based on similarity and they can overlap. However, they each are distinct and should not be confused. Metaphor is, as Peprník (1994) explains, based on similarity of “exterior features ... [and it] may involve shape, location, function, colour, extent” (p. 44). Metonymy is, on the other hand, based on internal similarity; and it is defined by Peprník (1994) as “a figure of speech in which the name of an attribute of a thing is used instead of the thing itself” (p. 53). And synecdoche is a transfer of meaning between a part and the whole. Peprník (1994) specifies that the transfer can be reciprocal.

Cohesion and coherence are also important terms to introduce. Cohesion is, in other words, connectivity and compactness of a text. Widdowson (2007) explains it as

"identification of connections that are linguistically signalled, like those between a pronoun and a previous noun phrase" (p. 45). He adds that there are more cohesive means other than pronouns, e.g. synonyms, hyponyms, hyperonyms, or anaphoric and cataphoric devices. Cohesion relates to text only; coherence is a feature of discourse. Widdowson (2007) defines coherence as "interpretation of a text so that it makes sense" (p. 127). Coherence devices relate to the extra-linguistic reality which is connected to the discourse; and in newspaper articles, they often refer to social, cultural, historical, or geographical background. The principle of connecting the text with the extra-linguistic reality is called in literary science intertextuality. Verdonk (2003) explains it as "an allusion to another text and, at the same time, an appeal to the reader's awareness of that text" (p. 4). Intertextuality is very often used in headlines, and it mostly refers to shared cultural context.

Described linguistic devices were observed and commented in the analyses from the point of view of bias which they may represent. The authors' intentions and the readers' reactions have been outlined with the greatest care of preserving an objective viewpoint. However, it is possible that some linguistic aspects could have been omitted or misinterpreted.

4 ANALYSIS, RESULTS AND FURTHER RESEARCH

This section presents the research of the structure of *The Guardian* and stylistic analysis of its language. The first part deals briefly with the description of the newspaper and its position among the British national newspapers. The second part examines the general structure and sectionalisation of *The Guardian* and of one printed issue. Then three articles from the issue will be analysed. The results will be summarized at the end of the section, which will be closed by suggesting further research.

4.1 *The Guardian*

The Guardian is a British national serious newspaper with a regular popular tabloid supplement *G2*. It is published every day, except for Sunday, and it has a sister paper, *The Observer*, which comes out on Sunday. They belong to the *Guardian Media Group*, a group which owns, apart from those two mentioned, about 40 local newspapers, 5 regional magazines, 5 local radio stations, and one local TV station (Cridland, 2011). The organisation is mostly funded by the Scott Trust Foundation, which works on a shareholding system that does not revenue the shareholders, but reinvests the profits to "sustain journalism that is free from commercial or political interference" (Guardian Media Group, 2012). The financing from the fund allows *The Guardian* to be less dependent on the income from advertising than the other newspapers and this fact is often used to support the unique position of *The Guardian* among the British press.

The Guardian is the only newspaper in the United Kingdom that uses the Berliner format, which was adopted in 2005. Though the change of format was a risky decision, it brought the newspaper many advantages. The dimensions of the Berliner format are 470mm x 315mm; therefore, after the change, *The Guardian* was wider than tabloids and both narrower and shorter than broadsheets. The balanced width and height made it easier to read in public transport than any other newspaper, and its relatively great height meant flexibility in page design. The format change also meant a renovation of printing machines, which also made *The Guardian* the first British national newspaper in full colour. The change of the format was a great success and the newspaper became very popular.

The newspaper's political ideology is generally viewed as centre-left liberal. Ian Katz, *The Guardian*'s features editor, states "it is no secret we are a centre-left newspaper" (Wells, M., 2004). And also the readers are supposed to be centre or left and would vote Labour or Liberal Democrats. As quoted in Reah (2002) *The Guardian* sometimes satirically describes its readership as 'left-wing'. However, according to Ipsos MORI

(2012), the second largest market research organisation in the UK, the voting preferences of *The Guardian*'s readers have changed and became evenly distributed in the political spectrum over the past decade. In average, 35% of the readers vote for Conservative, 30% for Labour, and 25% for Liberal Democrats nowadays. However, the majority (55%) still lies within the centre-left spectrum. With the Liberal Democrats in coalition with the Conservative party forming the responsible government, and the Labour party in the opposition, the newspaper's preferences can be supportive or disagreeing with either of the sides. Even though, many of the LibDem voters are disappointed by the coalition and they now rather vote the Labour party. *The Guardian*, however, tries to stay objective, and seems to support both of the parties, or does not take any point of view. Jackey Ashley (2008), a *Guardian* columnist, states that the editorial board is formed by "right-of-centre libertarians greens, Blairites Brownites, Labourite but less enthusiastic Brownites, etc." This quote points out *The Guardian*'s impartiality, because even if each of the editors supported the favoured party, the newspaper would offer a wide range of opinions.

The readership is formed mostly by the middle-class, well educated and young people. According to January – December 2011 National Readership Survey (NRS), most of *The Guardian*'s readership is formed by the middle class and upper middle class readers (guardian.co.uk, 2011). Hodgson (1996) claims that *The Guardian* is "strong on educational matters" (p. 11), and even though it is not supported by any official statement by the newspaper, its content is indeed oriented on young people and graduates. Occurrence of educational and employment topics in the other newspapers is not so frequent.

4.2 Structure of *The Guardian*

This chapter is based on research of the printed newspapers, *The Guardian*'s website, and issues in the official digital archive. The printed newspapers range from March 2009 to January 2012 with half a year gaps; but also fifteen consequent issues from January 2012 were examined. The official website contains slightly edited texts of all the articles published since 1998. And the digital archive offers the identical versions of the printed newspaper for the past two weeks.

The masthead of *The Guardian* bears the name of the newspaper, headlines and pictures from the tabloid supplement *G2* or other supplements, barcode, date of the publication, the address of the newspaper, price, and the title 'newspaper of the year', which it won in 2011 Press Awards. The front page contains the most important news of

the day, either of national or international character, mainly editorials. The leading story is, as a rule, in the upper half of the page, and usually on the left; it is often illustrated by a picture. It is very typical of the stories on the first page to be continued on the second and the third page, where they present the main content of the pages, even though these pages can introduce new stories, usually editorials again. However, the first page stories can be continued even further in the newspaper.

Then a variable part of *The Guardian* follows. This part ranges from eight to sixteen pages, and it includes 'National', 'International', and 'Topic' news, and a double page picture in full colour with a title 'Eye witnessed'; the picture is very often unrelated to any of the news in the newspaper. The 'National' news brings information from the United Kingdom; they are mostly reports, but can also be written as editorials. The section ranges from two to six pages, and it usually precedes the 'International' part, which covers news from the rest of the world, and has two to four pages. The 'Topic' news are reports from a selected part of the world, which could be a whole country, a region of a country, or it could even be from parts of the United Kingdom. The reports have rather regional, not national, importance. Whole pages can be assigned for 'Topic' news, but it is not uncommon if it shares the page with other news. The variability of this section seems to violate the rule of the familiarity of sectionalisation; however, only the order of appearance of the four particular elements changes; there are not any omitted or added. The final effect is not chaos, but enlivenment and flexibility to the section and to the newspaper. The need for the picture to be on a double page is also a reason for its moveable appearance.

After the variable part, the 'Financial' section is set. It usually has two or three pages, and it deals with financial reports, analyses, and advices. Other two or three pages, labelled 'Economics', can follow if there is news to cover about national economy or international problems. The difference between the two sections is that the former deals with more common financial issues concerning ordinary people, and the latter views more general and more significant topics.

The subsequent part of *The Guardian* contains the non-news sections. First usually comes 'Comment & Debate', where regular or special columnists contribute with their opinions on topical events, and it is followed by readers' responses. After that, the section with a special area of interest has its place. There are several areas that *The Guardian* covers, but only three of them are regular and bound to a day of the week; on Monday, it is 'Media', on Tuesday 'Education', and on Wednesday 'Society'. The main part of the sections is reports, and interviews with specialists in the respective area. There are also two

or three pages with classified ads. The rest of the newspaper is similar to the popular press content. There is an obituary section together with birthdays of people of certain importance or fame; reviews from film, theatre, and music culture; weather forecast; and crosswords.

The last part of the newspaper is a 'Sport' section. It contains results, scoreboards, and interviews with sports people and sport commentators. The section usually belongs to the newspaper as fixed as the last pages; however, on Mondays and Sundays, it is added as a supplement in the middle of the newspaper. When the section is a fixed part, it has an inverted structure. That means that the last page of the newspaper is the front page of the Sport section. The forecast and the crosswords are then on the last but one page of the 'Sport' section.

In the following paragraphs, the issue of *The Guardian* from January 11th 2012 will be examined. The issue consists of forty-four pages of main content with a Sport and a G2 supplement. The main page contains the leading article, a national political editorial about Scotland's separation referendum; a political editorial about presidential elections in the United States; and an educational editorial about British school reforms. All of the articles are continued further in the newspaper. The second page continues with the national political and educational editorials, and offers a new editorial, which references to another article in the newspaper. This new leader and the US elections one are not split and then continued, unlike the other two articles; they are individual independent texts which have an introductory function. They refer to more extensive articles placed in the newspaper approximately ten pages further. If readers are interested in reading them, they have to go through the newspaper, which increases the chances that they will read other articles as well. The other two editorials end with unfinished sentences and they have to be continued on the second page, because otherwise the readers could lose their attention.

The third page contains an article about American prison Guantánamo written by a correspondent from New York. The next two pages are dedicated to a planned Welfare reform in the United Kingdom; this could be considered 'Topic' news. There are two separate articles and an explanatory chart with illustrations. Pages 6 to 14 bring national news with various topics and various degrees of importance. Then an International section follows; it is four pages long and covers news from US, Syria, Niger, Italy, Spain, India, etc. The following three pages contain the 'Financial' section with news about Europe's economy, UK national economy, and about financial matters of major UK companies. The double picture is placed on the pages 22 and 23, it shows athletes exercising in O2 Arena

in London. The next page presents one last article from the 'Financial' section. Page number 25 includes obituaries, birthdays, and announcements. Pages 26 to 29 are devoted to comments on the topics from the issue. The first two pages present opinions of regular columnist. The other two pages present unsigned articles and comments from the readers which were submitted via webpage interface, mail, and e-mail. The readers can react to either a long-lasting matter or the topics presented in the issue because the electronic form is available before the newspaper is printed. The page also includes corrections and clarifications from the newspaper staff.

The Wednesday obligatory 'Society' section follows. It is five pages long and it includes various types of articles with various topics. There is a report about health care system, several opinions on that topic, articles about public services, an interview with a chair of a British charity, and a debate about possible technological changes at universities. Seven pages of job vacancies, which are focused on public services, follow. The last three pages include cultural reviews, weather forecast and crosswords, and an advertisement on *The Guardian* iPad edition, respectively. The 'Sport' supplement has ten pages, and it is mostly dedicated to football, rugby, and the Olympic Games. The *G2* section is twenty-eight pages long; it deals with topics of fashion, movies, music; and includes television and radio programmes, and crosswords.

To sum up, *The Guardian* offers a wide range of topics and covers serious news from national, international, financial, and cultural fields. It specializes in areas of education and society, and it provides popular topics from sport and areas of human interest. The structure of *The Guardian* is well established and partly variable. The readers can expect a stable and regular content in the newspaper.

4.3 Text 1 (for the full reading, see Appendix: Text 1)

The first article to be analysed is an educational editorial. It belongs to the 'hard' news type; it is written in the journalistic style, but some aspects could be assigned to publicistic style as well. Even though this editorial is not the leading article of the day and the topic does not bring any breaking news, it bears certain importance, because the subject of education is considered to be the main focus of the *Guardian*. Moreover, it is a follow-up story of an editorial, referring to a very similar topic from the same editor from the previous day, and a significant role is assigned to the newspaper by stating that the affair is a result of a *Guardian*'s campaign. The major event of the story is a speech to be given and the changes which it will cause.

The article is placed at the bottom of the main page and it is continued on the second page. The text is divided approximately in its half, in the middle of the tenth paragraph out of twenty. From the graphological point of view, the article does not differ from the newspaper's standards; the headline is printed in the proper font and size typical for the headlines of lesser importance. There are no illustrative photos, supportive charts, or side stories. At the bottom of the second column, there is a sub-headline in form of a simplified quote from the article. The article was chosen for its appropriate length, interesting topic, and for its editorial classification.

The headline evokes the impression of direct speech by the use of the verb 'says', and by the presence of a colon, both of them indicating the direct speech. It is, however, misleading; according to Urbanová and Oakland (2002), colon usually functions as a signal of division of a title, or is placed before an explanation, i.e. instead of 'because' (p. 77). From the phonological and graphological points of view, the headline can be divided into three parts with three words in each part: Computer says no: - 'boring' IT lessons – to be scrapped. This division provides natural breathing pauses, as well as logical separation of grammatical units. The parts are even harmonically balanced by the number of the words.

The meaning of the first part of the headline is an example of intertextuality; it is a cultural reference, which will be explained in the next paragraph, and even though it evokes a certain response from the British readers, it does not provide them with any details about the article. The second part is formed in passive voice, and the agent is covert. We know what the action is, and who the recipient is; but we do not know the 'who, where, and why'. The readers can only guess that the reason for the action is the fact that the lessons are 'boring'. On the whole, the readers have been offered a restricted amount of information to decide if they are interested in the topic, but many important facts have been omitted, and the readers are left with guesses and questions. Both of the main roles of the headline are successfully present; the main idea of the story is given, and the readers are intrigued to read the story.

There are several linguistic features worth noticing in the headline. The 'computer' and 'IT lessons' semantically correspond with each other, and they provide the information about the field that the story covers. The expression 'computer says no' is very strongly bound to the British shared context. It is a phrase from a television series 'Little Britain'. It is a catchphrase of a character named Carol Beer, who is an unhelpful, rude, annoying and always bored person who works as a bank clerk, travel agent and hospital receptionist. She uses a computer at her work, is rude to customers, and she blames the computer for all

inconveniences. The phrase is used here to evoke the image of Carol Beer and her negative qualities to illustrate the problems with 'boring IT lessons' and with computer illiterate people. It also serves as a device to catch readers' interest. Even though the show is not aired so often now, Barry Jones, Philosophy and History teacher at Loughton College, says the catchphrase "would still raise a smile and is commonly known" (B. Jones, personal communication, March 8, 2012).

The second part begins with an evaluating adjective 'boring' which describes the IT lessons. By placing it in inverted commas the newspaper distance itself from the criticising view, and it also implies that it is a quote of students, teachers, or maybe parents. The editor does not evaluate the lessons, and the inverted commas weaken the meaning of the adjective.

The last part of the headline is a non-finite verb phrase in passive voice. The finite or copula verb here is omitted, apart from the common practice, because the headline is already quite long and it would disturb the balance of the parts. The agent is missing from the same reasons, but it would also interfere with the ambiguity of the main verb 'scrap'. There are two possible meanings of the verb that could fit in the headline. The first definition is "[to] discard or remove from service" (Scrap 1, n.d.); this would mean that the syllabus of the IT classes would be revised. On the other hand, the verb can be used as a synonym for "quarrel" or "fight" (Scrap 2, n.d.); in this case, the need for the revision would be just discussed. The use of semi-modal verb 'to be' indicates that the article is an introduction to certain events which will take place in the future.

The article has a typical inverted pyramid structure. The first paragraph summarizes the story, and provides the readers with information about 'what, why, when, and who'. The main focus is given to 'what'. Then it expands on the story following the three most important figures: Michael Gove, his speech, and the ICT curriculum. The author devotes most of the article to the speech, to the changes in the school system, and to the reasons for the changes. Michael Gove, the education secretary, is identified as the main authority and actor behind the story. The article is closed with four quotes of four accessed voices, who comment on the topic. The electronic version of the article available on *The Guardian*'s webpage was not limited by space as the printed version, and was longer. The omission of the text followed the inverted pyramid rule, and most of the article was reduced by deleting the last two paragraphs, which only expanded on the last quote. However, even the other quotations were edited, as well as some explanatory attributive structures.

The article is divided into 19 short paragraphs; each paragraph consists of one to three sentences. In total, there are 33 sentences, 19 of which form 10 direct speeches. This shows that more than half or the article is created by structures other than the author's; mostly quotations from Michael Dove's speech.

The direct speeches seem to be carefully chosen to be in concord with the rest of the article; or, more probably, the article was written imitating the style of the speech. The writer uses expressive lexical items providing the text with active lively mood, e.g. 'pressure' (4), which implies strong and permanent requests; the unusual use of 'critical' (4) as noun; 'shortage' (4) in the collocation with 'recruits' (4), which is traditionally connected with inanimate objects, mostly 'supplies'; or the noun phrase 'transformational impact' (14), suggesting a significant effect that it will have on the other disciplines. It corresponds with the language of the speech, in which we can find phrases such as 'dramatic change' (7), 'the roadblock' (7), 'bored out of their minds' (8), or 'apps' (9).

The article is both cohesive and coherent. There are terms of reference to 'Michael Dove' such as anaphoric pronoun 'he' (3, 7, 15, 20, 22, 24), his official position 'the education secretary' (2), or his last name only (6, 14). The speech is first mentioned in the second paragraph; then it is referred to with the use of the definite articles expressing anaphoric reference. Later, the speech is further identified as 'a speech to BETT' (6). And there are also cataphoric references such as 'changes that will come into effect this September' (3), and 'a deficit highlighted by a Guardian campaign launched this week' (4).

The coherence is achieved by using phrases expressing relations between the paragraphs and sentences, presuppositions and implications of shared knowledge, and use of the verb tenses and the modal verbs. There is contradiction expressed four times in the quotes of Michael Dove's speech: 'instead' (8) can be found both in the speech and in its paraphrase in sentence 3; and the 'twenty years ago – now' (15, 18) comparison is used two times in his speech. There are, however, stronger and more frequent devices of coherence employed. The presupposition of common background is very distinct here, and it sets the article strictly in the area of the British educational system. The main figure of the article, the education secretary Michael Gove, is supposed to be known by the majority of the British readers, but his official title is given to help the coherence of the text, and it also shows a higher degree of respect and formality. The author feels the need to make clear the use of abbreviations 'ICT', 'BETT', and 'BCS', as they could produce uncertainty or doubt in the text. However, there is no explanation for 'MIT', 'GCSE', 'IBM', 'Microsoft', 'Word and Excel', and 'Whitehall'. The 'IBM', 'Microsoft', and

‘Word and Excel’ belong to the area of general common knowledge. But there are expressions from the British context, which would probably be not understood by a common foreigner. The GCSE, General Certificate of Secondary Education, is a public examination which has been used in the United Kingdom since 1988, and there is no need to write its whole name. Similarly, ‘Whitehall’ is a road in London where many government departments and ministries are located, and it is used as a figure of speech, namely a metonymy, to refer to the bureaucracy of the British government.

The main events of the article are set to the future by the use of modal and semi-modal verbs ‘will’ (1, 2, 3, 5, 6, 7, etc), ‘to be’ (1), and ‘could’ (7, 8, 9) expressing near future reference. The most repeated one is ‘will’. It furthermore asserts the certainty of the events to happen. Generally, there are two time references. One simply describes the effects of the changes: ‘will remain compulsory and will still be taught’ (5) etc., the other presents the ‘twenty years ago - now’ comparison, which suggests that the changes which are compared will be similar to the changes which are advanced.

As has already been stated, the main focus lies on Michael Gove, the speech, and the changes. The importance of Mr. Gove is easily achieved by presenting him frequently in the text as the producer of the speech, and thus, the instigator of the changes. It is, however, done also by removing other agents from the sentences. Passive voice structures are used to draw attention to the object of the action: ‘ICT will be taught’ (5), ‘a consultation will be launched’ (10), or ‘genomes have been decoded’ (15). Nominalization is used for the same effect: ‘ICT curriculum has left’ (2), ‘failure of ICT provision’ (21), ‘a consultation on the plans’ (10), and ‘government’s thinking’ (14).

Many of the structures describe the ineffective school system which needs to be changed. Both the author of the article and the author of the speech use words that bear negative connotations: ‘has left children bored out of their minds’ (2, 7), ‘roadblock of the existing ICT curriculum’ (7), ‘failure’ (21), ‘spent a fortune on ... [what] would become obsolete almost immediately’ (24). The speech clearly blames the previous system, and the article supports this view. But by removing the agents and by nominalization, nobody specific is held responsible for the faults.

Michael Gove is a Conservative Party Member of Parliament. However, *The Guardian*’s political left-wing preferences do not reflect in the style of the article. There is no bias against the changes evident. On the contrary, the article focuses fully on Gove and his speech, supports him, and leaves space for further news on that topic. The author even adapts the language of the article to the style of the speech, which results into correlation

of the two actions, an event and its commentary. That also shows agreement between the two parties, because it would be probably easy to use contradictory language in an attempt to discredit the speech.

4.4 Text 2 (for the full reading, see Appendix: Text 2)

This article appeared on the sixteenth page of the newspaper in the 'International' section. It is 'hard' news and its shows singes of the journalistic style. It was written by *The Guardian*'s Middle East editor Ian Black with the assistance of Harriet Sherwood, *The Guardian*'s Jerusalem correspondent. The article is placed in the top left corner of the page and an illustrative photograph is attached to it. There are two sub-headlines supporting and expanding on the main headline. There is also a supportive article on the same page that analyses the possible developments of the situation.

The article covers events in Syria, civil unrests which had been going on for ten months at that time. This general topic is not, however, the main content of the news, because it is already supposed to be known by the readers, and it is rather used as the shared knowledge throughout the text. The article brings an account of the recent development of the events, with a focus on Syrian president's speeches and a summary of the previous affair. The tone of the article reflects the attitude of the author, the newspaper, UK, bordering Israel, and, as implied, 'US and other western governments' (12) to the situation.

The headline evokes a notion of action, endangerment, and aggression. To achieve this, the author employs means from several linguistic areas. The headline consists of ten words, seven of which are monosyllabic. This enables and prompts the reader to read them quickly, which creates the feeling of a swift action. The phrases 'rants', 'enemies', 'threatens', and 'iron fist' form the impression of violence, aggression, conflict, and/or war. Furthermore, the collocation 'iron fist' is usually used in connection with a despotic ruler and "to refer to firmness or ruthlessness of attitude or behaviour" (Iron, n.d.). The subject and agent of the headline is the Syrian president Bashar al-Assad. Only his last name is given, partly because he is supposed to be known, but also because the headline needs to be short. He is titled later in the first paragraph. The customary present simple tense indicates that the latest news is presented, but the verb phrase 'threatens to use' implies that some further action is likely to come and indicates an open ending of the story.

The main topic of the article, Assad's speeches, is covered, and thus the summarizing function of the headline is fulfilled. The second function, to intrigue the

reader, is also noticeable, mainly by the choice of vocabulary. The tone of the headline, i.e. the aggression and negative associations, is a result of both the functions. It reflects the tone of the article, and it also supposes that the readers will create an opinion on the topic, most probably disagreement. The two sub-headlines expand of the main headline and provide further information about the story. The main action in both of them is again the speech or speeches, and both of them summarize the speeches and support the view on the situation presented in the main headline. The sub-headlines contain informal expression 'let-up' and 'crackdown'.

The article has the inverted pyramid structure. The lead paragraph introduces all of the '5 W's + H'. The story continues with reports and comments on Assad's speeches and pronouncement, and ends with reports and quotes of privileged voices of the neighbouring Israel. Reports from the opposition and United Nations are also included in the article. There are several sources which the author quotes and comments. This provides the article with variability and credibility. It could also imply the objectivity of the writer, because it could seem that the problem is viewed from various points of view, but there is a difference between the attitude towards Assad and the opposition and foreign countries.

The article is set in the international context and in the context of the recent events in Syria. It is supposed to be known where Syria, Israel and 'Arab states' lie and that Damascus is the capital city of Syria. Damascus is even used as a synecdoche for Syria: 'the regime in Damascus' (30). There is no need for explanation of the abbreviations: 'US', 'UN', and 'ABC'. And the readers are also supposed to be familiar with the revolt in Libya in 2011, and it is referred to only as: 'chaos ... in Libya after the fall of the Gaddafi regime' (24).

The main focus in the lead paragraph and in the rest of the article lies on the Syrian president, Bashar al-Assad. His public appearances represent the main material for the story. The writer uses nominal phrases such as 'Assad's third major speech' (2), 'repetitive 100-minute televised address' (6), 'Assad's first public appearance' (13), and 'an interview he gave ... to ABC' (21) to describe them. The use of the numerals and ordinal numbers indicates that there have been many speeches lately, and the author needs to distinguish between them. Different lexical items are used for that purpose as well: partial synonyms 'speech' (2, 5) and 'address' (6); hypernym 'appearance' (13); and 'interview' (21), which is in this sense a hyponym of the previous.

There is negative bias towards the Syrian president shown throughout the article. The first paragraph offers several examples of this. The first sentence of the lead, which

gives us the most important information of the article, uses the adjective ‘embattled’ (1) to describe al-Assad. The definition of the word is “involved in or prepared for war, especially because surrounded by enemy forces” (Embattled, n.d.), which is true, but it points out the unpleasant and disadvantageous position of the president. The Oxford Dictionaries offers another definition: “beset by problems or difficulties” which only amplifies the previous statement. Placing ‘foreign conspiracies’ (1) into quotation marks stresses out the president as the source. Conspiracy is by definition “a secret plan by a group to do something unlawful or harmful” (Conspiracy, n.d.), and as secret and unproven, the author of the article can choose to refer to them as non-existing. It shows that the president declares that somebody else is responsible for the crisis in his country. By suggesting that the blamed culprit does not exist, the author of the article questions the verity of the statement. It is also interesting to notice that no euphemism is used instead of ‘crisis’ (1); however, even Assad uses the expression ‘crisis’ (8) in his speech. But there is a difference in the use of expressions describing the revolt. The terms ‘terrorism’ (1, 2, 3, 25) and ‘terrorists’ (3) are assigned to Assad; ‘uprising’ (2, 22), ‘demonstrators’ (16), and ‘unrest’ (22) are used by the author. It is an example of stereotypes in use. The author prefers to refer to the opposition neutrally. The term ‘terrorism’ is even more attributed to the president only by the phrase ‘what he called’ (2), which suggests that it is only his denomination and it is not possibly truthful.

Some more examples of bias can be found in comments and reports on the speeches. The crisis is described as ‘the bloody deadlock ... that has seen thousands of people die’ (5), which is evidently a negative attitude towards the situation. At the beginning of the sentence, the speech is rendered worthless by stating that it did not offer any solution to the problem. Assad is thus indirectly accused of incapability to stop the unwanted deaths. In the next paragraph, the importance of the speeches is questioned again. At first, positive qualities are assigned to the televised address, but then it is contrasted by stating there was only ‘an invited audience’ (5). This suggests very strongly that the ‘standing applause and cheers of support’ (5) were fake or at least shared with only a limited number of people. In the address Assad claims that a referendum and parliamentary elections will be held, that is viewed positively. However, the facts that the opposition will not be invited and that the president will not resign are considered crucial and essential for the speech. Their omission devaluates the address. The last public appearance mentioned, an interview with ABC, is simply and clearly depreciated by describing it as ‘disastrous performance’ (21).

The article exhibits strong signs of bias. The author judges al-Assad's regime and sympathizes with the opposition. He presents the contrast of democracy on the one side and dictatorship on the other. There is a simile with Gaddafi regime in Libya, and even though it is used by Assad himself in his speech, it could have been chosen to introduce the simile. The quotes of the Israeli authorities also seem to be chosen to reinforce the democracy-dictatorship contrast and to present their predictions which support the tone of the article. Finally, the first thing which the reader will notice will probably be the picture attached to the article which shows protesters with banners comparing Assad to Hitler.

4.5 Text 3 (for the full reading, see Appendix: Text 3)

The third article appeared in the 'Society' section on page 32. It belongs to 'soft' news and it is written in journalistic style. It is supported by a picture and a sub-headline. The position in the newspaper as well as in the section itself does not indicate high, national importance. The article addresses a particular problem of a specific group of people in small area in Britain, namely, childcare in Whitley, a suburb of Reading, Berkshire. This focus on specific people and the individual approach is creating what has been called in the theoretical part 'human interest' type of news. The topic may not be interesting for most of the readers, but those who will be concerned, will be more probably affected by it than by reading national news from the main page.

The topic of the article is childcare at Whitley Children's Centre in Reading in the county of Berkshire. If we count through the text of the article, the sub-headline and photograph caption line, 'Reading' and 'Whitley' are both present in the text seven times. 'Berkshire' is not mentioned at all; readers are supposed to identify the county by its largest city. Even though the article is concentrated only on a particular problem in particular area, it relates to child welfare in the whole country.

The headline answers only to the 'who' and 'what' questions. The main actor in the headline, 'family mentors', refers to parents who are willing to help in the Whitley centre as volunteers, which is also stated in the sub-headline. The verb phrase 'take on' can impose two meanings. The neutral and main meaning is to "undertake a task or responsibility, especially a difficult one" (Take, n.d.); this suggests that the parents' initiative is needed as there are problems with the childcare system. The other meaning of the verb phrase is informal and it means to "become very upset, especially needlessly" (Take, n.d.); this puts forward the emotions of the parents. The phrase 'early years support'

provides the readers with the theme of the article, i.e. childcare support for families with children up to five years old.

The lead paragraph of the article opens with a quotation of the main character of the story, and it is supported by additional narrative. According to Sova (1988), this is "one of the easiest ways to gain the reader's interest quickly" (p. 37). He also states that it helps to include shocking statements. In the article, the quotation of one of the volunteers, Tracey Hawkins, seems to suggest that everything is all right in the children's centre, but the attributive structure contradicts that by stating that 'deprivation levels are high' (1) in Whitley. The lead continues with a longer quote, in which Hawkins refers to the bad reputation of the place and she mentions the 'Baby P' incident, in which a 17-month old boy died in London partly because of failure of local children's care service. The reference to it elicits readers' emotions, it strengthens the necessity of finding a solution to the problem, and it enhances the importance of the article.

Organization of the following paragraphs resembles the structure of style of fiction. Gradually, the main characters and the plot are introduced. The story continues with naming the reasons and actions which led to current situation. More voices, of both families and local authorities, are quoted. Solution to the problem is presented in a few last paragraphs and it slowly leads to the conclusion which outlines the future events to follow. The last paragraph ends with a quote of the same person as in the lead.

The author employed several linguistic features to make the article readable. There is a stereotypical opposition of lexical items with 'professionals' (6, 18, 28) on the one side and 'families' (6), 'peers' (18), 'family members' (26), and 'volunteers' (28) on the other. This underlines the main conflict between the 'expert' and 'non-expert' staff of the childcare support which is presented in the story. The article contains some stylistically coloured expressions, which make the text more attractive to readers, such as 'tranche' (6), 'dramatically' (6), 'loomed' (8), 'put off' (17), 'ploy' (30), or 'slash' (30). Style of the quotations is also informal; there are many contracted forms and informal nouns 'mum' and 'nan' (40). The rhetorical question in sentence 30 expresses the question which the readers could ask; it also introduces the councillor's reply and explanation. Numbers are richly presented in sentences 10-13 to provide the story with credibility.

The focus on people is very distinct in the article. Almost half of the sentences refer to specific individuals or are their actual quotes. The writer claims that she has interviewed thirty-two families. Six persons are referred to by their full names; three of them are

members of the families and three of them belong to local authorities. The quotations of the family members are longer and more frequent.

The bias in this article is based on the choice of the locality and problem to cover. The author also aims to create an intriguing story. She describes a significant problem in a small community, and demonstrates the power and capability of the common people to solve it. The ordinary people and the authorities are put into opposition. However, the author does not attempt to discredit the authorities. The main purpose of the article is to entertain and affect the readers.

4.6 Summary of the analyses

The articles all predominantly belong to the journalistic functional style. They differ in language they employ, topics they cover, social contexts they refer to, and biases they express. The articles are all written in formal language, but they sometimes include a few informal expressions. The topics and the social contexts are related to each other. Text 1 was dealing with the topic of British education system, and so the common background of the writer and the readers is naturally British. However, if the topic were to be covered by a foreign newspaper, a number of expressions, relations and connections would have to be explained. The topic of Text 3 is even more bound to the local context of a suburb of a city in a county of Berkshire. This news would probably not be dealt with in other newspapers than British. On the other hand, Text 2 covers a topic from a foreign country and the context is international. That means it would be interpreted similarly by newspaper in most countries, provided that the country has a democratic system and the events were presented before. There is bias in the articles basically in the choice of including them in the newspaper. Biases that each of the texts shows are of different kinds. Text 1 agrees with the matter and the speech which it covers. Text 2 expresses disapproval of the events in concordance to the political and social establishment of the United Kingdom. And Text 3 aims to raise awareness of the certain problem, focuses on individual persons, and tries to elicit the readers' reaction.

4.7 Results and further research

The research of the structure of *The Guardian* showed that it presents a certain degree of formality in the language of its articles, but it also produces texts implying informality and affiliation. The newspaper covers serious news from politics, economy, society, education, and national and international affairs, and it separates them from

popular news, which it also publishes. It confirms the newspaper's position as the quality national press and its orientation on educated and younger readership. On the whole, *The Guardian* presents relatively impartial news. The occasional bias is within the acceptable and expected rate of occurrence. The generally perceived political allegiance is not noticeable in the entire newspaper.

Many possible suggestions for further research arise from this thesis. Research of the publicistic style and other styles, e.g. style of advertisements or of headlines, could be conducted, and also popular and local newspaper would be worth examining. The results of such research and of this thesis could be used in a comparison of overlap of different styles and their appearance in media.

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SUMMARY IN CZECH

Tato bakalářská práce se věnuje tématu „Stylistická analýza Britských novin“. Noviny jsou jedním z nejmocnějších a nejvlivnějších médií na světě. Zprávy, které přinášejí, by měly být nezaujaté a neutrální. Protože jsou ale novináři a žurnalisté stále jen lidé s vlastními názory a specifickými styly, bývají zprávy spíš subjektivní než objektivní. A navíc existují sekce nebo celé noviny, které jsou přímo určeny pro záměrně předpojaté zprávy. Podrobné zkoumání zaujatosti v novinách je hlavním předmětem této práce.

První část slouží jako základní rozdělení a popis Britských novin. Dále se snaží seznámit čtenáře s lingvistickou terminologií, která bude použita v práci a která také odpovídá pouze účelům této práce. V následující části je vysvětlena metoda analýzy, aby čtenář lépe pochopil průběh a výsledky analýz. Výzkum samotný je rozdělen do dvou částí. Nejdříve je prozkoumána struktura novin jako celku, poté jsou analyzovány texty jednotlivých článků. Jako předmět zkoumání byly vybrány Britské noviny *The Guardian*, jejichž rozsáhlá nabídka témat a různých typů zpráv odpovídá účelům této práce. Analýzy článků poukázaly na mnoho jevů typických pro styl novin, ale pouze ty, které se vztahovaly k tématu práce, byly důkladněji analyzovány. Výsledky ukázaly, že vybrané články se značně liší ve stylu a v míře zaujetí. Celá práce také prokázala pravdivost předběžného předpokladu, že v novinách existuje subjektivita a zaujetí, ale je omezena na jisté sekce a typy novin a článků.

APPENDIX

Text 1: Computer says no: 'boring' IT lessons to be scrapped

Computer says no: 'boring' IT lessons to be scrapped

Jeevan Vasagar
Education editor

The teaching of computer science in school is to be dramatically overhauled, with the existing programme of study scrapped to make way for new lessons designed by industry and universities, Michael Gove will announce today.

In a speech, the education secretary will say the existing curriculum in Information and Communication Technology (ICT) has left children "bored out of their minds being taught how to use Word and Excel by bored teachers".

Instead he will, in effect, create an "open source" curriculum in computer science by giving schools the freedom to use teaching resources designed with input from leading employers and academics, in changes that will come into effect this September.

The announcement follows pressure from businesses critical of a shortage of computer-literate recruits – a deficit highlighted by a Guardian campaign launched this week.

ICT will remain compulsory and will still be taught at every stage of the curriculum. In a speech to BETT, a trade fair that showcases educational technology, Gove will say Britain should revive the legacy of the mathematician and wartime codebreaker Alan Turing by creating a generation of young people able to work at the forefront of technological change.

> 'By 16, children could be writing their own apps for smartphones'
> Michael Gove

He will say: "Imagine the dramatic change which could be possible in just a few years, once we remove the roadblock of the existing ICT curriculum. Instead of children bored out of their minds being taught how to use Word and Excel by bored teachers, we could have 11-year-olds able to write simple 2D computer animations using an MIT tool called Scratch.

"By 16, they could have an understanding of formal logic previously covered only in university courses and be writing their own apps for smartphones."

A consultation on the plans will be launched next week. Ministers are keen to see universities and businesses creating a new computer science GCSE and developing a curriculum that encourages schools to make use of computer science content on the web. IBM and Microsoft are already working on a pilot GCSE curriculum.

The British Computer Society (BCS) has developed a curriculum for key stages three and four – the years leading up to GCSE – which has had input from Microsoft, Google and Cambridge University.

In the speech, Gove will set out the government's thinking on computer

Continued on page 2 »

'Boring' IT lessons to be scrapped

« continued from page 1

science and cite its transformational impact on other disciplines.

He will say: "Twenty years ago, medicine was not an information technology. Now, genomes have been decoded and the technologies of biological engineering and synthetic biology are transforming medicine. The boundary between biology and IT is already blurring into whole new fields, like bioinformatics.

"Twenty years ago, only a tiny number of specialists knew what the internet was and what it might shortly become. Now billions of people and trillions of cheap sensors are connecting to each other, all over the world."

He will pay tribute to Turing as a hero who "laid the foundation stones on which all modern computing rests".

The speech will be critical of the failure of existing ICT provision. He will say: "Our school system has not prepared children for this new world. And the current curriculum cannot prepare British students to work at the very forefront of technological change."

Outlining the changes, he will say: "The traditional approach would have been to keep the programme of study in place for four years while we assembled a panel of experts, wrote a new curriculum, spent a fortune on teacher training, and engaged with exam boards for new GCSEs that would be obsolete almost immediately. We will not be doing that. Technology in schools will no longer be micromanaged by Whitehall. We're giving schools and teachers freedom over what and how to teach; revolutionising ICT as we know it."

Peter Barron, Google's director of external relations for the UK, said: "We are delighted that the government has recognised the importance of computer science teaching in schools."

Richard Allan, Facebook's director of policy in Europe, said: "Facebook welcomes the government's plans to make ICT teaching in schools more interesting and relevant for young people. We need to improve our young people's skills in this area for the UK to be truly competitive in the digital age."

Bill Mitchell, director of BCS Academy of Computing, which was set up to promote computer science as an academic discipline, said: "BCS is extremely pleased that Michael Gove has publicly endorsed the importance of teaching computer science in schools."

Genevieve Smith Nunes, an IT and business studies teacher at Dorothy Stringer high school in Brighton, also welcomed the announcement. "By taking away what is prescriptive, it would allow the teacher and student to develop the [computer science] curriculum together."

Text 1:

Computer says no: ‘boring’ IT lessons to be scrapped

Jeevan Vasagar

Education editor

(Wednesday 11.02.2012; main page, continued on page 2)

1 The teaching of computer science in school is to be dramatically overhauled, with the existing programme of study scrapped to make way for new lessons designed by industry and universities, Michael Gove will announce today.

2 In a speech, the education secretary will say the existing curriculum in Information and Communication Technology (ICT) has left children “bored out of their minds being taught how to use Word and Excel by bored teachers”.

3 Instead he will, in effect, create an “open source” curriculum in computer science by giving schools the freedom to use teaching resources designed with input from leading employers and academics, in changes that will come into effect this September.

4 The announcement follows pressure from businesses of a shortage of computer-literate recruits – a deficit highlighted by a Guardian campaign launched this week.

5 ICT will remain compulsory and will still be taught at every stage of the curriculum. 6 In a speech to BETT, a trade fair which showcases educational technology, Gove will say Britain should revive the legacy of the mathematician and wartime codebreaker Alan Turing by creating a generation of young people able to work at the forefront of technological change.

7 He will say: “Imagine the dramatic change which could be possible in just a few years, once we remove the roadblock of the existing ICT curriculum. 8 Instead of children bored out of their minds being taught how to use Word and Excel by bored teachers, we could have 11-year-olds able to write simple 2D computer animations using an MIT tool called Scratch.

9 “By 16, they could have an understanding of formal logic previously covered only in university courses and be writing their own apps for smartphones.”

10 A consultation on the plans will be launched next week. 11 Ministers are keen to see universities and businesses creating a new computer science GCSE and developing a curriculum that encourages schools to make use of computer science content on the web.

12 IBM and Microsoft are already working on a pilot GCSE curriculum.

13 The British Computer Society (BCS) has developed a curriculum for key stages three and four – the years leading up to GCSE – which has had input from Microsoft, Google and Cambridge University.
14 In the speech, Gove will set out the government's thinking on computer science and cite its transformational impact on other disciplines.
15 He will say: "Twenty years ago, medicine was not an information technology. 16 Now, genomes have been decoded and the technologies of biological engineering and synthetic biology are transforming medicine. 17 The boundary between biology and IT is already blurring into whole new fields, like bioinformatics.
18 "Twenty years ago, only a tiny number of specialists knew what the internet was and what it might shortly become. 19 Now billions of people and trillions of cheap sensors are connecting to each other, all over the world."
20 He will pay tribute to Turing as a hero who "laid the foundation stones on which all modern computing rests".
21 The speech will be critical of the failure of existing ICT provision. 22 He will say: "Our school system has not prepared children for this new world. 23 And the current curriculum cannot prepare British students to work at the very forefront of technological change."
24 Outlining the changes, he will say: "The traditional approach would have been to keep the programme of study in place for four years while we assembled a panel of experts, wrote a new curriculum, spent a fortune on new teacher training, and engaged with exam boards for new GCSEs that would become obsolete almost immediately. 25 We will not be doing that. 26 Technology in schools will no longer be micromanaged by Whitehall. 27 We're giving schools and teachers freedom over what and how to teach; revolutionising ICT as we know it."
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32 Genevieve Smith Nunes, an IT and business studies teacher at Dorothy Stringer high school in Brighton, also welcomed the announcement. 33 “By taking away what is prescriptive, it would allow the teacher and student to develop the [computer science] curriculum together.”

Text 2: Assad rants at enemies and threatens to use 'iron fist'

International

Assad rants at enemies and threatens to use 'iron fist'

President blames foreign conspiracies for uprising

Rare speech gives no hint of let-up in crackdown

Ian Black Damascus

Syria's embattled president, Bashar al-Assad, yesterday blamed "foreign conspiracies" supported by Arab states for the crisis in his country and promised to crack down on terrorism with "an iron fist".

Assad's third major speech since the Syrian uprising began in March combined defiance with talk of continuing and future reforms in the country and praise for state security forces who were fighting what he called terrorism.

"We cannot relent in the battle against terrorism," he said. "We strike with an iron fist against terrorists who have been brainwashed."

The speech gave no hint of any flexibility that could break the bloody deadlock between his regime and the popular opposition which has seen thousands of people die in the past 10 months.

"God willing, we will be victorious," Assad declared at the end of a repetitive 100-minute televised address at Damascus University during which he received standing applause and cheers of support from an invited audience. It had been billed by aides as an attempt to regain the initiative at a time of deadlock.

"We are nearing the end of the crisis," Assad insisted. "We should stand united. Victory is near because we can be steadfast. We know our enemies."

The Syrian leader said a referendum on a new constitution in March would be followed by parliamentary elections in June, but there was no mention of inviting the opposition to be involved or, crucially, of him stepping down in line with the demands of many of his own people as well as western governments.

It was Assad's first public appearance since a team of Arab League monitors entered Syria last month - an idea he claimed was his own, while attacking the pan-Arab body as a failure. There was no mention of withdrawing security forces from cities or freeing thousands of prisoners in line with last month's agreement between Damascus and the league.

Opposition sources reported 10 people killed in Homs and Idlib by the time Assad's speech ended. Two Kuwaiti members of the Arab League monitoring group were injured by demonstrators in Latakia. Twenty-three people were reported to have been killed by security forces across the country on Monday.

The UN says 5,000 people have been killed in Syria since March; opposition groups say the real figure is between 6,000 and 7,000.

Assad complained of an "unprecedented propaganda campaign" against Syria. He said hundreds of media outlets had been working against Syria, and defended restrictions on access for journalists.

He also claimed an interview he gave to Barbara Walters for ABC - in which he gave a disastrous performance and claimed he was not responsible for the actions of the army - had been altered, accusing ABC of "professional fabrication".

Since the start of the uprising, Assad has blamed a conspiracy and media fabrications for the unrest - allegations the opposition and most observers dismiss. The regime has banned most foreign news outlets and prevented independent reporting.

Assad did allude to unspecified mistakes that had been made but warned of chaos of the kind that had been seen in Libya after the fall of the Gaddafi regime. "This is a race between terrorism and reforms," he said.

Israel is prepared to accept refugees from Syria's ruling minority sect should Assad's regime fall, according to its army chief. Benny Gantz, the Israeli Defence Forces chief of staff, said Assad could not continue to hold power.

"On the day that the regime falls, it is expected to result in a blow to the Alawite sect. We are preparing to take in Alawite refugees on the Golan Heights," he told the parliamentary defence and foreign affairs committee.

Gantz's prediction that the regime in Damascus will fall echoes comments made by Israel's defence minister, Ehud Barak, last week that Assad was weakening. "In my opinion ... he won't see the end of the year. I don't think he will even see the middle of this year. It doesn't matter if it will take six weeks or 12 weeks, he will be toppled and disappear," Barak said.

Additional reporting by Harriet Sherwood in Jerusalem

Anti-regime protestors in Homs

Text 2:

Assad rants at enemies and threatens to use ‘iron fist’

President blames foreign conspiracies for uprising

Rare speech gives no hint of let-up in crackdown

Ian Black
Damascus
(Wednesday 11.02.2012; page 16)

1 Syria’s embattled president, Bashar al-Assad, yesterday blamed “foreign conspiracies” supported by Arab states for the crisis in his country and promised to crack down on terrorism with “an iron fist”.
2 Assad’s third major speech since the Syrian uprising began in March combined defiance with talk of continuing and future reforms in the country and praise for state security forces who were fighting what he called terrorism.
3 “We cannot relent in the battle against terrorism,” he said. 4 “We strike with an iron fist against terrorists who have been brainwashed.”
5 The speech gave no hint of any flexibility that could break the bloody deadlock between his regime and popular opposition that has seen thousands of people die in the last 10 months.
6 “God willing, we will be victorious,” Assad declared at the end of a repetitive 100-minute televised address at Damascus University during which he received standing applause and cheers of support from an invited audience. 7 It had been billed by aides as an attempt to regain the initiative at a time of deadlock.
8 “We are nearing the end of the crisis,” Assad insisted. 9 “We should stand united. 10 Victory is near because we can be steadfast. 11 We know our enemies.”
12 The Syrian leader said a referendum on a new constitution in March would be followed by parliamentary elections in June, but there was no mention of inviting the opposition to be involved or, crucially, of him stepping down in line with the demands of many of his own people as well as of the US and other western governments.
13 It was Assad’s first public appearance since a team of Arab League monitors entered Syria last month – an idea he claimed was his own, while attacking the pan-Arab body as a failure. 14 There was no mention of withdrawing security forces from cities or freeing

thousands of prisoners in line with last month's agreement between Damascus and the league.

15 Opposition sources reported 10 people killed in Homs and Idlib by the time Assad's speech ended. 16 Two Kuwaiti members of the Arab League monitoring group were injured by demonstrators in Latakia. 17 Twenty-three people were reported to have been killed by security forces across the country on Monday.

18 The UN says 5,000 people have been killed in Syria since March; opposition groups say the real figure is between 6,000 and 7,000.

19 Assad complained of an "unprecedented propaganda campaign" against Syria. 20 He said hundreds of media outlets had been working against Syria and defended severe restrictions on access for journalists.

21 He also claimed an interview he gave to Barbara Walters for ABC – in which he gave a disastrous performance and claimed he was not responsible for the actions of the army and security forces – had been altered, accusing ABC of "professional fabrication".

22 Since the start of the uprising, Assad has blamed a conspiracy and media fabrications for the unrest – allegations the opposition and most observers dismiss. 23 The regime has banned most foreign news outlets and prevented independent reporting.

24 Assad did allude to unspecified mistakes that had been made but warned of chaos of the kind that had been seen in Libya after the fall of the Gaddafi regime. 25 "This is a race between terrorism and reforms," he said.

26 Israel is prepared to accept refugees from Syria's ruling minority sect should Assad's regime fall, according to its army chief. 27 Benny Gantz, the Israeli Defence Forces chief of staff, said Assad could not continue to hold power.

28 "On the day that the regime falls, it is expected to result in a blow to the Alawite sect. 29 We are preparing to take in Alawite refugees on the Golan Heights," he told the parliamentary defence and foreign affairs committee.

30 Gantz's prediction that the regime in Damascus will fall echoes comments made by Israel's defence minister, Ehud Barak, last week that Assad was weakening. 31 "In my opinion ... he won't see the end of the year. 32 I don't think he will even see the middle of this year. 33 It doesn't matter if it will take six weeks or 12 weeks, he will be toppled and disappear," Barak said.

Additional reporting by Harriet Sherwood in Jerusalem

Text 3: Family mentors take on early years support

society

Families take control

Using parents as volunteers in early years settings saves money and reaches more people in need, a project in Reading has shown

Rachel Williams

Parent 'mentors' at Whitley Children's Centre, Reading Photograph: Martin Argles for the Guardian

"I wanted to do something like social work - but obviously I didn't want all the paperwork," says Tracey Hawkins, to laughter, at the Sure Start children's centre in Whitley, an area of south Reading where deprivation levels are high. "I just wanted to help out families. I don't want something like Baby P to happen here. Whitley's got a bit of a bad name, so I'd like to help it. We're strong people and I think we should all come together to help it."

Hawkins, 42, is one of a first tranche of 17 volunteers to be trained in Reading in a drive to dramatically alter the face of early years services, using peer mentors and the resources of the community to shift the balance of power away from professionals towards families. It is part of a "radical efficiency" programme run by the Innovation Unit (IU), a not-for-profit social enterprise, funded by Nesta (the National Endowment for Science, Technology and the Arts) which aims to help public services offer "better" outcomes for lower costs.

As the spending cuts of last year loomed, six localities signed up to take part in the unit's Transforming Early Years project. They were set the goal of saving 30% on traditional service models, while reaching more families and those most in need.

It sounds implausible, but an independently evaluated report of the work, released yesterday, shows it is set to deliver savings across the six projects of between 13% and 38% in the first year, increasing in years two and three. And an average of 120% more families are due to be reached, bringing the overall unit cost per family down by between 30% and 81%.

In Reading, the redesigned service at Whitley will cost 27% less. While the centre actively supported 187 children in 2009/10, it is on target to increase that number to 367 in 2011/12.

The programme started with early years professionals and parent volunteers conducting in-depth interviews with families. For Melani Oliver, the council's head of extended services, some of the findings were difficult. "We thought some families felt they weren't in charge of their lives; they came back and told us they did have that control, but they wanted more control over services," she says.

Some interviewees complained that they had been put off parenting support classes by the feeling that attending suggested you had a problem. They said they wanted this kind of support delivered by peers, not professionals.

Mother-of-five Sarah has been meeting volunteer Nicola Campling at the Whitley centre once a week for messy play sessions with her two-year-old.

"It's like we're learning along together," she explains. "It's a shared experience." She would not have attended the centre without Campling's support, despite having done so in the past. "Since I've got older my confidence has gone down a bit ... But Nicky's taken me along and showed me what's what. I enjoy it."

The interviews also revealed the unrecognised resources of families themselves. None of the 32 families interviewed - with 92 children between them - had ever paid for childcare, relying instead on family members when they went out to work.

In future, the council will aim to teach those family members about early years development, rather than trying to get all youngsters into the children's centre.

In Whitley, volunteers will form four tiers of support: welcoming "meeter and greeters"; buddies, who will be based at the centre; mentors and "saints", who will be able to visit families in their homes without professionals. Eventually, new systems of working will be brought in across Reading's 13 children's centres using 60 volunteers.

Is this just a ploy to get people to work for free so that staff numbers can be slashed? John Ennis, lead councillor for education and children's services in Reading borough council's minority Labour administration, insists not. The reality of the cuts it is having to make - £19m across all services this financial year and another £14m next year - means things have to be done differently, and staff numbers may end up falling, he says, but the main driver is creating better services that reach more people, earlier, for the same amount of money.

Sarah Gillinson, the IU's programme lead on the scheme, says: "If we said we were going to do exactly the same things as before but with volunteers, I think that would be completely legitimate to criticise. But if the question you're asking is: what do people want from their lives and how can we work together to construct a solution and build on their strengths? - people want to get involved."

In Whitley, the first wave of trainees, all local mothers or grandmothers, are now reaching the buddy level, accompanying family workers on home visits to build relationships with parents and then spend time with them at the centre.

The benefits they are gaining from volunteering are notable, the group agrees. None of them works, though several are keen to return to employment. The centre aims to support 50% of volunteers to go into education, employment or training. None feels they should be paid.

"You find your own personal identity again - there's a sense of achievement," says Julia Spence. Hawkins likes it so much she thinks might eventually try to get qualified in the field: "I'm not just a mum or a nan, I'm doing something I want to do."

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Family mentors take on early years support

Using parents as volunteers in early years settings saves money and reaches more families in need, a project in Reading has shown

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(Wednesday 11.02.2012; page 32)

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